

First Choice Childcare - Langley

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

First Choice Childcare was registered in March 2000. The setting is privately owned and operates from a single storey building, situated in the grounds of Langley Junior and Infant School in Olton, Solihull. A full range of day care services are provided, including nursery care, holiday play care, before and after school, and a wrap-around service for children attending Langley Nursery. The setting has three main playrooms, a kitchen, bathrooms and office facilities. It has the use of the school hall, computer suite, school field and the outdoor environment. The setting is able to support children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered with Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

A maximum of 115 children may attend at any one time. Of these, not more than 55 may be in the early years age group, and of these, not more than 18 may be under two years at any one time. There are currently 139 children on roll, of whom 82 are in the early years age group. The setting receives funding for early education places. Children attend for a variety of the sessions on offer. The setting is open five days a week from 7.30am until 6pm, with a brief shut down between Christmas and the New Year.

A total of 24 staff are employed to work directly with the children, of whom eight hold a National Vocational Qualification at level 3, and two have level 2. One member of staff holds a Foundation degree and two have BA Honours degrees. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The manager and staff ensure children are well cared for in a bright and largely stimulating environment. Safety measures and policies ensure that safeguarding levels at the setting are outstanding. Children enjoy a wide range of interesting activities and experiences and make good progress. Staff take into account their individual needs and interests and ensure that they are fully included in activities and treated equally. The manager and staff clearly identify where their strengths and areas for development lie and show a good commitment towards continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the outdoor area to help support and extend children's learning and development by providing more opportunities to problem solve and explore the natural world

- provide additional opportunities for children to use information and communication technology and programmable toys to support their learning.

The effectiveness of leadership and management of the early years provision

Children's safety is protected extremely well because staff have an excellent understanding of safeguarding issues. They have an in-depth knowledge of child protection precautions and ensure comprehensive policies and procedures are fully implemented to keep children safe from harm. Risk assessments are thorough and carried out daily to minimise risks. Staff are deployed very effectively to ensure all children are fully supervised indoors and outdoors. There are robust staff recruitment and vetting procedures to check the suitability of adults working with the children. Rigorous systems have been established for parents to follow when collecting their children. Staff are fully aware of their responsibility to look after the children in their care and take their roles very seriously. Children have access to a good range of safe and suitable resources, which are tidily stored and easily accessible. Fire evacuation procedures are practised regularly and documented to familiarise staff and children with the routine.

The provision is well-led and managed. There are good self-evaluation systems in place which help to ensure that improvements have a positive impact on the experiences of the children. Staff take the views of parents and children into consideration when identifying priorities for improvement. Good progress has been made in addressing the recommendations from the previous inspection. In particular, staff regularly access relevant training courses and share information and experiences with each other. They are well qualified and experienced and are keen to implement new strategies, such as Every Child a Talker. Activities are regularly monitored and target setting is both realistic and challenging. Staff actively promote equality and diversity to a very high level and ensure children are fully included in activities. Parents are very supportive of festivals, such as Diwali, Christmas and the Chinese New Year, and contribute to the storytelling, food tasting and creative activities experienced by the children. Staff make imaginative and effective use of resources to meet the needs of the children. There are clear plans in place for future improvements, such as developing children's skills in communication, language and literacy through the Every Child a Talker initiative. In addition, staff are developing the outdoor area to provide more opportunities for children to experience problem solving and sensory experiences. Currently children's choice of activity in this area is more limited than indoors, which impacts on their ability to enjoy free-flow play between inside and out.

Partnerships with parents and carers, the host school and the children's centre are outstanding and information is shared very effectively between them. Parents receive regular and comprehensive information through discussions, newsletters and the parents' notice board. Key staff regularly share the children's 'learning journeys', or records of work, with parents and hold termly stay-and-play sessions for parents to become familiar with the environment. Parents are kept very well informed of their children's progress. Staff value the input of parents when setting targets for children and take on board their suggestions for planning. Staff also run

workshops for parents, to enhance their contribution to the children's learning. Parents say their children enjoy coming to the very caring, fun-filled environment and are very supportive of fundraising events, such as the Big Toddle which was recently held on the school playing field. The relationship with the host school is outstanding and the setting benefits from the use of its facilities, including the hall, computer suite, playground and outdoor area. Staff are very experienced in caring for children with special educational needs and/or disabilities, and children who speak English as an additional language. They liaise regularly with parents and outside agencies and provide excellent support for their learning and care.

The quality and standards of the early years provision and outcomes for children

Staff plan well-organised play and respond well to children's individual needs and interests. Children enjoy a rich and interesting environment in which photographs of their activities and their creative work is displayed well. Staff adopt the parental routine for feeding and sleeping when the youngest children start in the baby room. Then, as the child develops, they are gently moved into the nursery routine and parents appreciate the daily feedback they receive from staff. Children experience a wide variety of activities provided by staff. All children, including those who attend the before and after school sessions, achieve well across the key areas of learning.

Children's behaviour is outstanding. They respond very well to staff, who ensure behaviour management is consistent and fair. Children make an excellent contribution to the setting as they are very kind and help one another as they play. They respond very well to praise and share their resources sensibly. Staff are exceptional role models with high expectations who lead by example. Children feel a strong sense of belonging and involvement in the provision and learn to value other cultures, festivals and countries through the wide variety of topics, books, toys and resources available to them. For example, they enjoy role play in their Chinese restaurant and practise their Chinese writing and food tasting as part of their Chinese New Year celebrations.

Children have an excellent understanding of keeping healthy. They learn about healthy eating and are encouraged to make healthy choices based on their knowledge of nutrition. They eat a wide range of fruit at snack time and enjoy cooking and tasting vegetables, such as beans, carrots, peas and tomatoes. They use equipment safely as they prepare pizzas with healthy toppings, fruit kebabs, fruit salads and smoothies. Children also engage in active physical play as they explore the climbing equipment and the trim trail. They have developed a good understanding of keeping safe and benefit from talks on road safety, stranger danger and fire safety from the police and fire-service visitors.

Children enjoy themselves and achieve well. They enjoy activities such as sand and water play, painting games and construction kits. Children relish the opportunity for role play in areas such as the home corner, shop and Chinese restaurant. Independence is promoted well as children are encouraged to choose what they would like to do or play with, from making model dinosaurs, going on space walks,

to designing rockets. They enjoy listening to a favourite story about a bear hunt and joining in the chorus as they think about where the bear might be. They benefit from listening to an experienced storyteller, who actively promotes their speaking and listening skills. Most can count up to fifteen and beyond by the time they leave the provision. Songs such as Ten Fat Sausages help them to practise their counting skills while having fun. They confidently search for treasure in the water trays and draw designs for their own vegetable gardens. Children extend their creative skills by printing leaf patterns on paper and making their own winter scenes with glittering frosty cobwebs. However, there are more limited opportunities for children to use technology, such as the digital camera or programmable toys, which limits their choice of resources. Staff are developing more opportunities so children can experience problem solving and sensory experiences in the outdoor area, such as watching the birds feed from the bird tables and going on sensory walks. Overall, children are prepared well for future learning experiences and life outside the school day.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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